

<p>Addition</p>	<p>Addition</p> <ul style="list-style-type: none"> • Total • Sum • Solution • Associate Property – Group • Commutative Property – Order • Zero Property • Quantity 	<p>What does ____ mean?</p>
<p>Subtraction</p>	<p>Subtraction</p> <ul style="list-style-type: none"> • Balance (what remains) • Change • Difference 	<p>What does ____ mean?</p>
<p>Division</p>	<p>Division</p> <ul style="list-style-type: none"> • Quotient • Equal Shares • Divide 	<p>What does ____ mean?</p>
<p>Decimals</p>	<p>Decimals</p> <ul style="list-style-type: none"> • Tenths • Hundredths • Decimal • Mixed Number 	<p>What does ____ mean?</p>
<p>Fractions</p>	<p>Fractions</p> <ul style="list-style-type: none"> • Numerator • Denominator • Equivalent Fractions • Mixed Number • Improper Fraction • Reduce/Simplify/Lowest Terms • Fraction/Whole Number 	<p>What does ____ mean?</p>

<p>Multiplication</p>	<ul style="list-style-type: none">• Portion• Illustration <p>Multiplication</p> <ul style="list-style-type: none">• Associative Property – Group• Commutative Property – Order• Property of One• Zero Property• Product• Multiple• Factor• Fact Family• Array	<p>What does ____ mean?</p>
<p>Measurement</p>	<p>Measurement</p> <ul style="list-style-type: none">• Inch (in.)• Foot (ft.)• Yard (yd.)• Mile (mi.)• Pound (lb.)• Ton (T.)• Pint (pt.)• Quart (qt.)• Gallon (g.)• Cup (c.)• Minute (min.)• Hour (hr.)• Day• Month• Decade• Ounces (oz.)• Teaspoon (tsp.)• Kilometer (km.)• Meter (m.)	

Geometry		<ul style="list-style-type: none"> • Centimeter (cm.) • Milliliter (ml.) • Kilogram (kg.) • Gram (g.) • Liter (L.) • Millimeter (mm.) • Area • Perimeter • Degrees • Week • Year • Century • Pounds (lbs.) • Tablespoon (TBSP) <p>Measurement</p> <ul style="list-style-type: none"> • Polyhedra • Polyhedron • Parallelogram • Quadrilateral • Ray, line, line segment • Intersecting lines, Perpendicular lines • End point, mid point • Right angle, obtuse angle, acute angle, straight angle • Vertex, vertices • Face(s) edge(s) • Perimeter area 	
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Use the language of mathematics when interacting with all concepts.

**Scotland County Schools
Prioritized Pacing and Sequenced Pacing**

Grade: 4th MATHEMATICS

Report Period: First Six Weeks

Topic	Mathematics Objectives	Sample Essential Questions
Number Sense	1.01a Develop number sense for rational numbers 0 through 99,999 and beyond by connecting model, number word, and number using a variety of representations.	
Number Sense	1.01b Develop number sense for rational numbers 0 through 99,999 and beyond by building an understanding of place value.	What place value is the ____ in? What is the value of the digit in the ____ place?
Number Sense	1.01c Develop number sense for rational numbers 0 through 99,999 and beyond by comparing and ordering rational numbers.	What number comes before? What number comes after?
Number Sense	1.01d Develop number sense for rational numbers 0 through 99,999 and beyond by making estimates of rational numbers in appropriate situations.	How would I estimate the amount in this situation?
Old Objective	TBT Round rational numbers to the nearest whole number and justify.	
Multiplication & Division	1.02c Develop fluency with multiplication and division through strategies for multiplying and dividing numbers (basic facts).	What are some ways I could learn my facts better?
Multiplication & Division	1.02d Develop fluency with multiplication and division through strategies by estimating products and quotients in appropriate situations.	How do I estimate with multiplication? division?
Multiplication & Division	1.02e Develop fluency with multiplication and division through strategies showing relationships between operations.	How do multiplication and division relate to each other? How do they relate to addition and subtraction?

<p>Old Objective</p> <p>Problem Solving</p> <p><i>Scotland County Ideas</i></p> <p>Algebra</p> <p>Algebra</p>	<p>TBT Multiply 2- or 3- digit numbers by 1-digit numbers or a 2-digit multiple of 10.</p> <p>1.05 Develop flexibility in solving problems by selecting strategies and using mental computation, estimation, calculators or computers, and paper and pencil.</p> <p><i>a. Solve Multi-step problems; <u>Employ Problems Solving strategies</u>: Make a chart or graph; Look for a Pattern; Make a simpler problem; Use logical reasoning; Work backward; Break it into smaller parts. Verify and interpret results of solved problems. Use calculators when appropriate/needed. Discuss alternate methods of solving the problem.</i></p> <p><i>b. Write and Solve meaningful, multi-step problems involving money, time and temperature. Verify reasonableness of answers.</i></p> <p>5.02 Translate among symbolic, numeric, verbal, and pictorial representations of number relationships.</p> <p>5.03a Verify mathematical relationships using models, words and numbers.</p> <p>5.03b Verify mathematical relationships using order of operations and the identity, commutative, associative and distributive properties.</p>	<p>How do I go about solving problems? How do I use the strategy ____ to solve math problems?</p> <p>What is the value of the (symbol, picture, statement)?</p> <p>How are models, words and number related?</p> <p>Explain the ____ property.</p>
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Skills to maintain from third grade during this report period:

Whole Number Computation

Permutations and Combinations

**Scotland County Schools
Prioritized Pacing and Sequenced Planning**

Grade: 4th MATHEMATICS

Report Period: Second Six Weeks

Topic	Mathematics Objectives	Sample Essential Questions
Number Sense	1.01 Continue to develop number sense for rational numbers 0.01 through 99,999.	What place value is the ____ in? What is the value of the digit in the ____ place? How do I arrange numbers in order? How would I estimate the amount in this situation?
Old Objective	TBT Read and write numerals less than one million using Standard and expanded notation.	
Multiplication & Division	1.02 Continue to develop fluency with multiplication and division	What are some ways I could learn my facts better? How do I estimate with multiplication? division?
Old Objective	TBT Memorize the division facts related to the multiplication facts/tables through 10.	
Old Objective	TBT Divide using single digit divisors, with and without remainders.	
Problem Solving	1.05 Develop flexibility in solving problems <i>involving data, number sense and basic facts</i> by selecting <i>appropriate</i> strategies and using mental computation, estimation, calculators or computers, and paper and pencil.	How do I go about solving problems? How do I use the strategy ____ to solve math problems?
Geometry	3.01 Use the coordinate system to describe the location and relative position of points and draw figures in the first quadrant. <i>(plot points on line graph)</i>	

Old Objective	TBT Identify points, lines, and angles (acute, right, and obtuse); identify in the environment.	
Old Objective	TBT Interpret and construct stem-and-leaf plots.	What is a stem-and-leaf plot?
Data Analysis	4.01 Collect, organize, analyze, and display data (including line graphs, bar graphs, stem and leaf plot, and circle graphs) to solve problems.	How do I collect data, organize and analyze it? How do I construct line graphs and bar graphs?
Data Analysis	4.02 Describe the distribution of data using median, range and mode.	How do I solve for the median, range and mode of a given set of numbers?
Data Analysis	4.03 Solve problems by comparing two sets of related data.	How do I solve the problems with the supplied data?
Data Analysis	4.04 Design experiments and list all possible outcomes and probabilities for an event.	
Algebra	5.02 Translate among symbolic, numeric, verbal and pictorial representations of number relationships.	What is the value of the (symbol, picture, statement)?
Algebra	5.03 Verify mathematical relationships through models, words and numbers.	How are models, words and numbers related?

Skills to maintain from third grade during the report period:

Whole Number Computation *Coordinate Grids* *Permutations and Combinations*

**Scotland County Schools
Prioritized Pacing and Sequenced Planning**

Grade: 4th MATHEMATICS

Report Period: Third Six Weeks

Topic	Mathematics Objectives	Sample Essential Questions
Number Sense	1.01 Continue to develop number sense for rational numbers 0.01 through 99,999 <i>and beyond</i> .	What place value is the ____ in? What is the value of the digit in the ____ place? How do I arrange numbers in correct order? How would I estimate the amount in this situation?
Multiplication & Division	1.02 Continue to develop fluency with multiplication and <i>BASIC</i> division.	What steps are involved with solving two-digit by two-digit multiplication problems? What steps are involved with solving three-digit by two-digit multiplication problems? When do I need to use a calculator?
Problem Solving	1.05 Develop flexibility in solving problems <i>involving basic multiplication and division facts</i> by selecting <i>appropriate</i> strategies and using mental computation, estimation, calculators or computers, and paper and pencil.	How do I use the strategy ____ to solve math problems?
Relations		
Relations	5.01a Identify, describe, and generalize relationships in which quantities change proportionally.	How do I find missing factors?
Relations	5.01b Identify, describe and generalize relationships in which change in one quantity relates to change in a second quantity.	
Algebra	5.02 Translate among symbolic, numeric, verbal and pictorial representations of number relationships.	What is the value of the (symbol, picture, statement)?
Algebra	5.03b Verify mathematical relationships using order or operations and the identity, commutative, associative and distributive properties.	What is the order of operations? What is the ____ property?

Old Objective	TBT Use manipulatives, pictorial representations, and appropriate vocabulary (e.g. sides, angles, and vertices) to identify properties of plane figures; identify in the environment.	
Old Objective	TBT Use manipulatives, pictorial representations, and appropriate vocabulary (e.g. faces, edges, and vertices) to identify properties of polyhedra (solid figures); identify in the environment.	

Skills to maintain from third grade during this report period:

Whole Number Computation

Permutations and Combinations

**Scotland County Schools
Prioritized Pacing and Sequenced Planning**

Grade: 4th MATHEMATICS

Report Period: Fourth Six Weeks

Topic	Mathematics Objectives	Sample Essential Questions
Number Sense	1.02b Develop fluency with multiplication and division Up to three digit by two digit division (larger numbers with calculators).	How do I become more fluent with my facts? What steps do I need to follow to solve a three digit by two-digit multiplication problem?
Number Sense	1.05 Develop flexibility in solving problems <i>involving division, measurement, area and perimeter</i> by selecting <i>appropriate</i> strategies and using mental computation, estimation, calculators or computers, and paper and pencil.	What problem strategy should I use to solve the given problem? What do I need to know about (division, measurement, area, and perimeter) to solve problems?
Old Objective	TBT Estimate and measure length, capacity and mass using these additional units: miles, kilometers, milliliters, kilograms and tons.	
Measurement	2.01 Develop strategies to determine the area of rectangles and the perimeter of plane figures.	What are the steps to determine area? Perimeter? How do I find missing factors?
Measurement	2.02 Solve problems involving perimeter of plane figures and areas of rectangles.	
Old Objective	TBT Find areas of regular and irregular figures using grids.	
Relations	5.01 Continue to identify, describe, and generalize relationships in which quantities change proportionally and change in one quantity relates to change in a second quantity.	

Algebra	5.02 Translate among symbolic, numeric, verbal and pictorial representations of number relationships.	What is the value of the (symbol, picture, statement)?
Algebra	5.03 Verify mathematical relationships using order of operations and the identity, commutative, associative and distributive properties.	What is the order of operations? What is the property? What is a fact family?

Skills to maintain from third grade during this report period:

Whole Number Computation

Length, Time, Capacity, Mass

**Scotland County Schools
Prioritized Pacing and Sequenced Planning**

Grade: 4th MATHEMATICS

Report Period: Fifth Six Weeks

Topic	Mathematics Objectives	Sample Essential Questions
Number Sense	1.01 Continue to develop number sense for rational number 0 through 99,999 <i>and beyond</i> .	How are number words related to number digits and models? How do I know the place value of a given digit in a number? How do I know the value of a digit in a particular place value?
Fractions	1.03 Solve problems using models, diagrams, and reasoning about fractions and relationships among fractions involving halves, fourths, eighths, thirds, sixths, twelfths, fifths, tenths, hundredths, and mixed numbers.	How do I solve problems involving fractions? How do I apply problem solving strategies to problems involving fractions, decimals and money?
Add, subtract numbers, fractions and decimals	1.04a Develop fluency with addition and subtraction of non-negative rational numbers with like denominators, including decimal fractions through hundredths by developing and analyzing strategies for adding and subtracting numbers.	How do I become more fluent with solving problems involving the addition and subtraction of decimal numbers? Of fractions with like denominators?
	1.04b Develop fluency with addition and subtraction of non-negative rational numbers with like denominators, including decimal fractions through hundredths by estimating sums and differences.	How do I estimate a reasonable answer?
	1.04c Develop fluency with addition and subtraction of non-negative rational numbers with like denominators, including decimal fractions through hundredths by judging the reasonableness of solutions.	How do I know if my answer is reasonable?
Problem Solving	1.05 Develop flexibility in solving <i>fractions, decimals and money</i> problems by selecting <i>appropriate</i> strategies and using mental computation, estimation, calculators or computers, and paper and pencil.	

Relationships	5.03 Continue to verify mathematical relationships.	What is the relationship between models, words and numbers? What is the order of operations? How do I remember what operation to perform first in a multi-operational problem?
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Skills to maintain from third grade during this report period:

Whole Number Computation

Non-negative Rational Numbers

**Scotland County Schools
Prioritized Pacing and Sequenced Planning**

Grade: 4th MATHEMATICS

Report Period: Sixth Six Weeks

Topic	Mathematics Objectives	Sample Essential Questions
Geometry	3.01 Use the coordinate system to describe the location and relative position of points and draw figures in the first quadrant.	How can the coordinate system help me to identify a location?
Geometry	3.02 Describe the relative position of lines using concepts of parallelism and perpendicularity.	How do you draw lines that are parallel to one another? How do you draw lines that are perpendicular to one another?
Geometry	3.03 Identify, predict, and describe the results of transformations of plane figures. a. Reflections b. Translations c. Rotations	How will the figure look like if moved this way? What is a reflection? What is a translation? What is a rotation?
Major Concepts	<p>Review for all strands and objectives. *Concepts/skills to maintain throughout the year.</p> <p><i>MAJOR CONCEPTS for the Year</i></p> <ul style="list-style-type: none"> 🕒 Number Sense 0.01 – 99,999 🕒 Multiplication and Division of Multi-digit numbers 🕒 Perimeter and Area 🕒 Transformations 🕒 Line Graphs 🕒 Median, Mode, and Range 🕒 Variable in Number sentences 🕒 Proportional Reasoning 🕒 Solving relevant and authentic problems using appropriate technology and apply these concepts <u>as well</u> 	<p>How do I review to prepare for EOG Testing?</p> <p>What are the major concepts I have learned this year?</p> <p>What are some important concepts that I learned</p>

<p>Concepts & Skills to Maintain form Previous Years</p>	<p><u>as those developed in earlier years.</u> <i><u>CONCEPTS/SKILLS to Maintain from previous years</u></i></p> <ul style="list-style-type: none">🕒 Whole Number Computation🕒 Non-Negative Rational Numbers🕒 Length, Time, Capacity, Mass🕒 Symmetry and Congruence🕒 Coordinate Grids🕒 Circle Graphs🕒 Permutations and Combinations	<p>last year that I will help me score better on the EOG test I will take this year?</p>
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